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ABSTRACT

A comparison of all Illincis public and private educational institutions reveals that the public sector has expanded to accommodate the great demand for college enrollment that resulted from the youth bulge created by the high birth rates of the 20-year period following World War II. While it is true that the public junior college system has contributed significantly to the enrollment shift from the private to the public sector, the public senior institutions in Illinois have expanded enrollment so that now the total number of students enrolled in the public senior sector exceeds the enrollment of the private senior institutions. In the late 1960's as the growing demand for college enrollments outstripped the enrollment capacity of the public senior institutions, entrance requirements were raised to limit the size of applicant pools to the best academically qualified students. As Illinois public senior institutions admit better academically qualified freshmen, there has been a marked improvement in the retention of these students through succeeding enrollment levels and on through graduation. (HS)

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ENROLLMENT PATTERNS ACCOMODATING THE DEMAND FOR HIGHER EDUCATION IN THE STATE OF ILLINOIS

by

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Although actual enrollments have continued to grow, public senior institutions have enrolled a steadily decreasing proportion of undergraduates, particularly students at the freshman-sophomore level, reflecting the growth of the public junior college system. Table 2 and Figure 2 demonstrate how rapidly this has occurred during the past decade.

While it is true that the public junior college system has contributed significantly to the enrollment shift from the private to the public sector, the public senior institutions in Illinois have expanded enrollment so that now the total number of students enrolled in the public senior sector exceeds the enrollment of the private senior institutions. This "crossover" occurred in 1967 and the public senior proportion of enrollments increased steadily until this past fall. (See Figure 3)

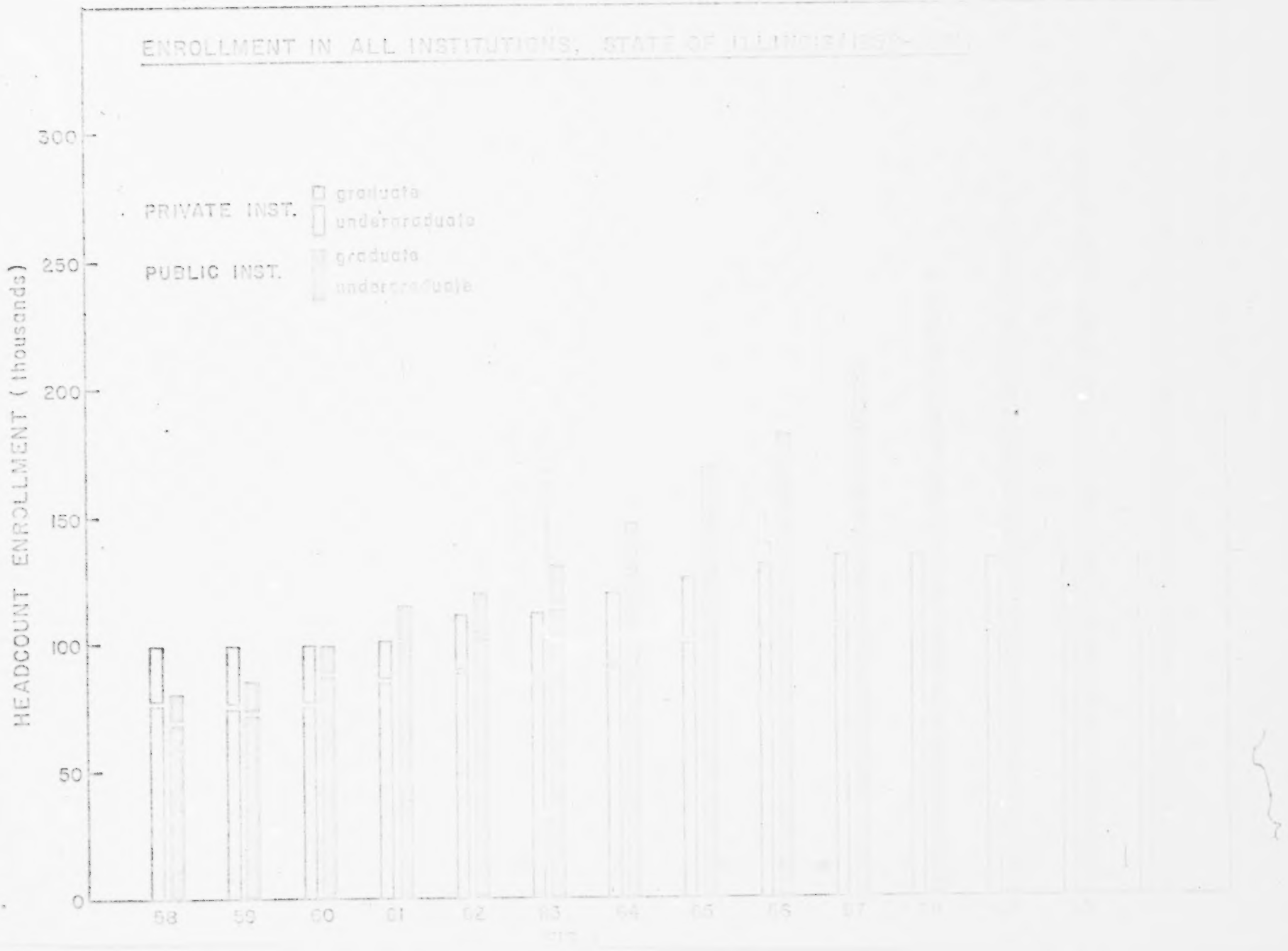
ENROLLMENT IN ALL INSTITUTIONS, STATE OF ILLINOIS (FIES)
HEADCOUNT ENROLLMENT (thousands)
300
250
200
150
100
50
0
PRIVATE INST.
graduate
undergraduate
PUBLIC INST.
graduate
undergraduate
58
59
60
61
62
63
64
65
66
67

Table 1

ON CAMPUS ENROLLMENTS (ALL ENROLLMENTS X 1000)
A COMPARISON OF PUBLIC AND PRIVATE INSTITUTIONS

Year	Total Headcount, All Levels				Undergraduate				Graduate			
	Public	Private	Total	Public % of Total	Public	Private	Total	Public % of Total	Public	Private	Total	Public % of Total
1965	168.6	126.3	294.9	57	148.6	100.9	249.5	60	20.1	25.4	45.4	44
1966	182.6	131.7	314.3	58	159.8	104.0	263.8	61	22.7	27.7	50.4	45
1967	208.9	134.5	343.4	61	184.3	105.9	290.2	64	24.6	28.6	53.2	46
1968	244.0	134.4	378.4	65	216.5	105.2	321.7	67	27.5	29.2	56.7	48
1969	274.7	134.0	408.7	67	243.2	104.4	347.6	70	31.5	29.6	61.1	51
1970	307.3	131.9	439.2	70	276.5	101.4	377.9	73	30.8	30.5	61.3	50
1971	326.4	132.5	458.9	71	294.8	101.2	396.0	74	31.6	31.3	62.9	50

Source: Enrollment in Institutions of Higher Learning in Illinois, 1971 -- Bureau of Institutional Research, University of Illinois.

Year	Total Enrollment Freshmen & Sophomores Fall Term (Thousands)	Number of Freshmen & Sophomores Admitted (Thousands)	Number of Freshmen & Sophomores Denied Admission (Thousands)	Percent of Freshmen & Sophomores Denied Admission
1965	117.8	55.5	62.3	47
1966	125.8	59.7	66.1	47
1967	142.7	61.4	81	43
1968	167.0	66.6	100	40
1969	188.9	69.7	119.2	37
1970	211.7	73.9	137.8	35
1971	227.5	69.5	158.0	31

During the period from 1965 to the present, the type of students enrolled in the public senior institutions have taken on more of the characteristics of the students formerly enrolled in the private senior institutions. As the growing demand for college enrollments outstripped the enrollment capacity of the public senior institutions, they raised their entrance requirements to limit the size of applicant pools to the best academically qualified students. Prior to 1960 the typical entrance requirement at our public colleges and universities was graduation in the top 50% of a student's high school graduating class, but by the late 1960's the senior institutions had adopted admission practices[1] which enabled them to draw heavily from the top 30% of the high school graduating class. And in certain colleges of our senior institutions where enrollment demand is extremely high, admission is typically limited to even higher

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[1] These practices include the requirement of the "ACT" test battery administered by the American College Testing Program. The American College Tests emphasize such skills as the ability to handle algebraic manipulations, to analyze and solve problems, to make inferences, to think critically, to use language effectively, to read with comprehension, to recognize writers' styles and biases, and to apply reading to new situations. How the student can apply his knowledge is emphasized, rather than the knowledge of detailed subject matter.

UNDERGRADUATE ENROLLMENT IN PUBLIC (junior and senior) INSTITUTIONS
STATE OF ILLINOIS (1958–1971)

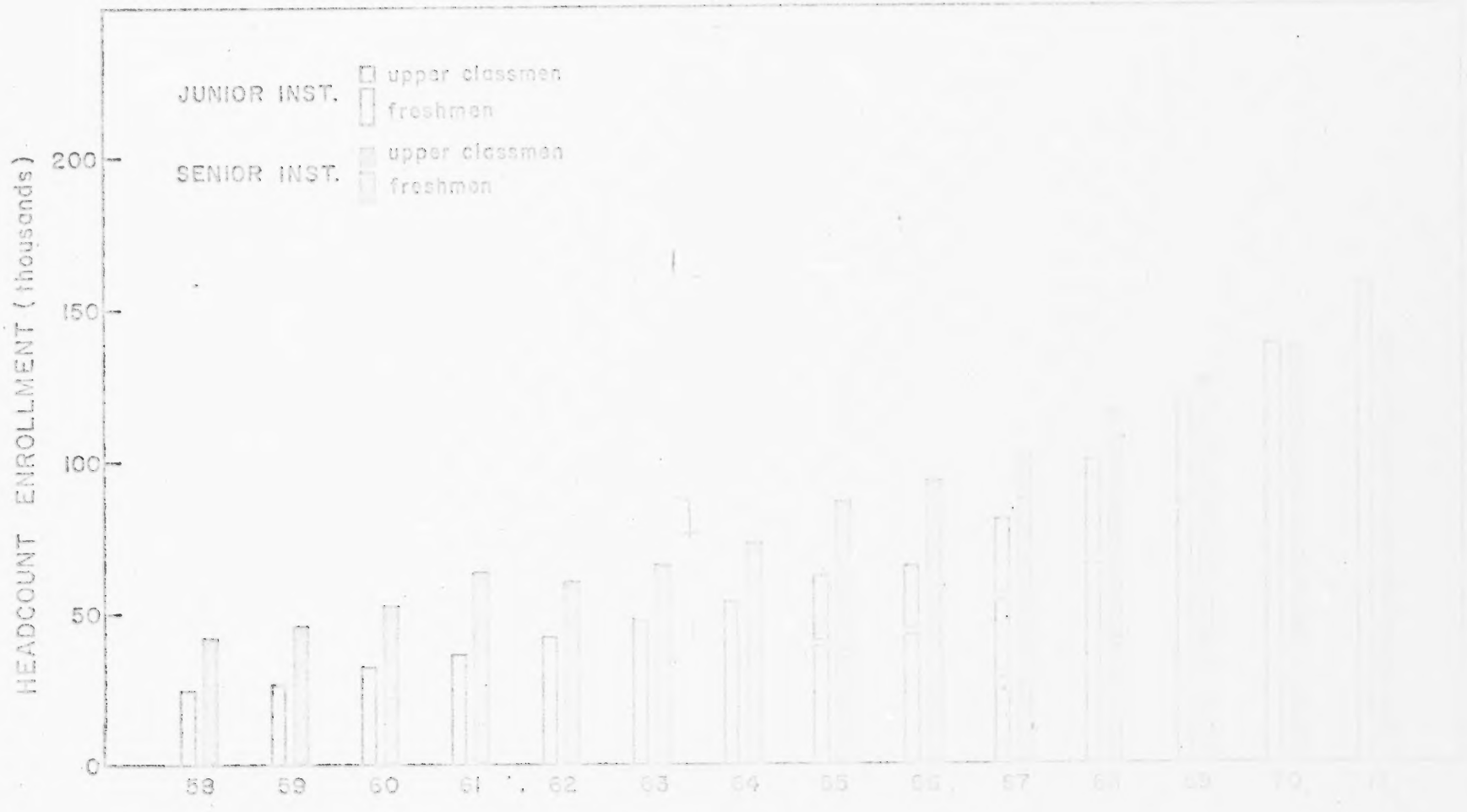

FIG. 2

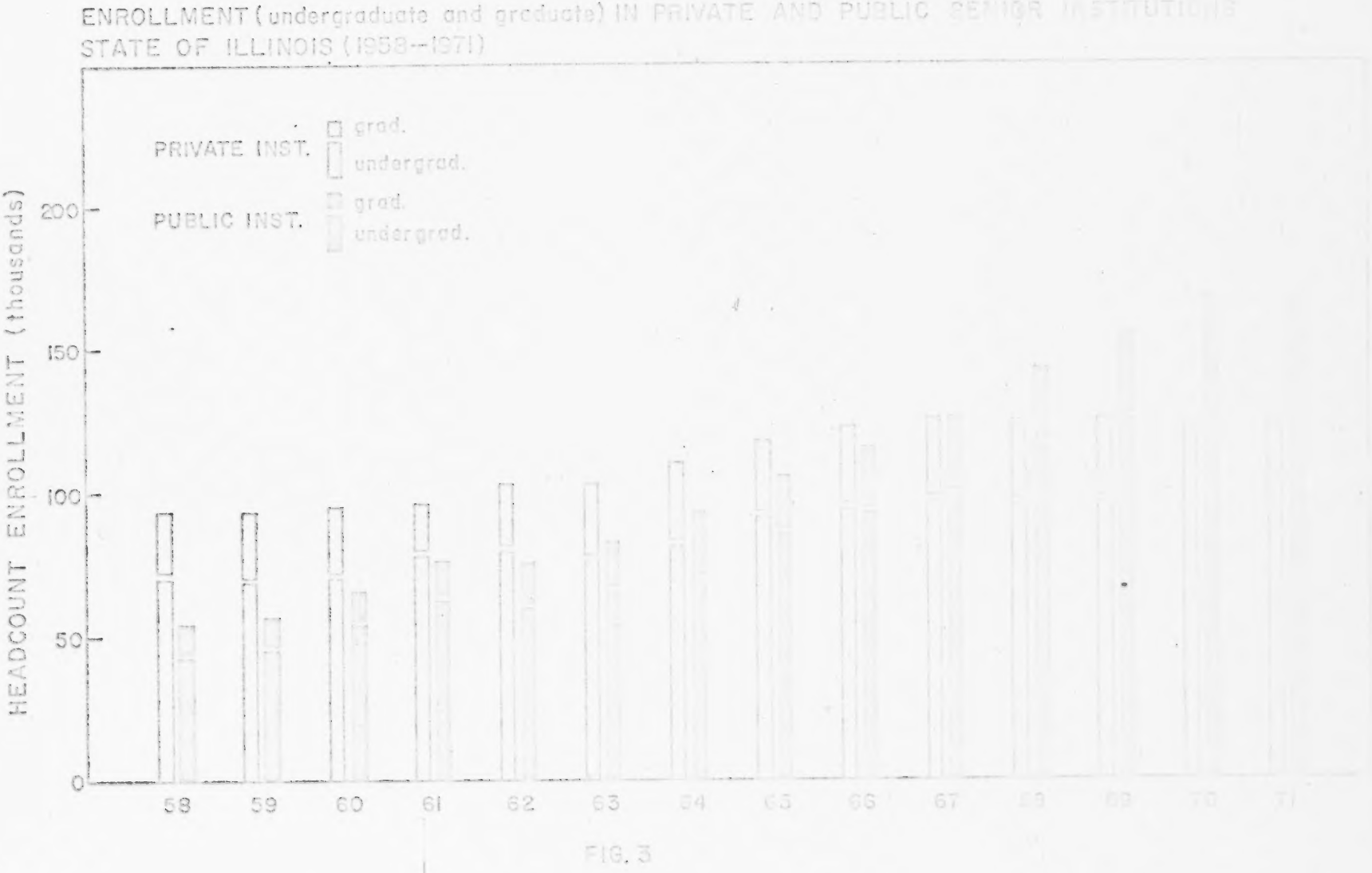
ENROLLMENT (undergraduate and graduate) IN PRIVATE AND PUBLIC SENIOR INSTITUTIONS
STATE OF ILLINOIS (1958--1971)
PRIVATE INST.
grad.
undergrad.
PUBLIC INST.
grad.
undergrad.
HEADCOUNT ENROLLMENT (thousands)
200
150
100
50
0
58
59
60
61
62
63
64
65
66
67
68
69
70
71

FIG. 3

And perhaps most significant is the fact that since 1965 undergraduate enrollment in private senior institutions stabilized as these institutions provided for nominal growth at the graduate and professional level. By stabilizing their undergraduate enrollments, the private senior institutions could no longer accommodate their past proportion of the brightest high school graduates, and the public senior institutions thereby increased their accomodation of these students. The junior colleges in turn grew to accommodate a large segment of the still burgeoning enrollment demand of the "not so highly qualified" as well as a growing demand from students seeking certification other than the baccalaureate. A stratified system has developed. It is essentially a distillation process calibrated to the intellectual performance and thus the educational attainment of students at previous educational levels in the pipeline.

TABLE 3

ON-CAMPUS ENROLLMENT BY CLASS
ILLINOIS SENIOR PUBLIC INSTITUTIONS

Year	Freshmen	Sophomore	Sophomores As % Of Freshmen In Previous Year	Junior	Senior	Seniors As % Of Freshmen Enrolled 4 Years Before	Baccalaureate Degrees Awarded	Baccalaureate Degree % As % Of Freshmen Enrolled 4 Years Before
5	35,665	19,870		15,390	14,475		10,759	
6	36,463	23,283	65	18,254	15,216		1 ;960	
1967	36,657	24,731	68	21,951	18,031		13,294	
1968	39,790	26,818	73	24,813	23,100	65	15;630	
1969	40,668	29,011	73	28,300	26,914	74	19,198	54
1970	42,289	31,612	78	31,720	29,830	81	22,967	63
1971	37,527	31,924	76	34,050	32,030	80	25,931	71

The 1965 cohort of enrolled public senior institution freshmen was 35,665 students. There were 23,100 seniors four years later, and this represents 65% of the 1965 freshmen. In 1968 there were 39,790 freshmen students and four years later 32,030 seniors were enrolled representing 80% of tne 1968 cohort of freshmen. In 1969 there were

by junior colleges (move on probation) as by senior colleges.[2]

Table 4 presents a history of enrollments in the junior college system and it reveals a high apparent attrition rate from the freshman to sophomore year. This may reflect the numbers of students enrolled in one-year programs, but approximately 70% of the junior college teaching load is generated by the baccalaureate programs (and approximately 70% of junior college expenditures are incurred in the baccalaureate programs) so we must assume that at least this proportion of freshmen are enrolled for a two-year program leading to an Associate Degree. The high attrition rate does not reflect junior college transfer to senior institutions after the freshman year. Transfer studies indicate this factor cannot be significant. Moreover, many senior institutions have adopted policies requiring the completion of two years before transfer can occur. While the data leaves much to be desired, it can only be assumed that the junior college students enrolled in the baccalaureate programs experience an exceptionally high dropout

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[2] "Transfer Students in Illinois: Where Do They Go and How Well Do They Succeed?" The Illinois Council on Articulation, 1968.

Year	Freshmen	Sophomores	Sophomores as a % of Freshmen in Previous Year	Associate Degrees Awarded	Associate Degrees As Percent of Freshmen Enrolled in Previous Year
1965	40,888	15,947		2,792	
1966	43,722	16,402	40	4,151	10
1967	46,899	18,138	41	4,893	11
1968	57,692	21,132	39	5,526	10
1969	83,778	25,718	34	7,161	11
1970	92,481	28,704	34		
1971	107,634	31,987	35		

rate. For students entering the junior college system, only about one in three returns for the second year. And only about one in three of these sophomores apparently obtains an Associate Degree within two years.

The Illinois experience is not peculiar. Allan Cartter has noted that:

> The California system is sometimes held up as a model...yet several years ago, when I last looked at California figures, they were quite discouraging. Only one in three who entered a junior college continued for a second year, and only about one in three of the returnees completed the two-year program. Of the latter who were in the college parallel track, about two-fifths continued their education in a senior institution. However, two-fifths of a third of one-third is a very small fraction (e.g., 4⅔ per cent). I see few signs of this pattern being significantly altered in the 1970's, for the limiting factors are individual motivation and aptitude, not structural obstacles.[3]

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[3] "The After Effects of Putting the Blind Eye to the Telescope," Paper presented at the 1970 National Conference on Higher Education.